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DD/S 66-2295  
DD/S 66-2295 Executive Secretary

FILE Training 66-1948

29 APR 1966

DIA review(s)  
completed.

MEMORANDUM FOR: Director of Central Intelligence

SUBJECT : CIA Support to Defense Intelligence School

1. This memorandum is for your information.
2. When the extensive support CIA has been giving the Defense Intelligence School was reported at the 17 December Morning Meeting, you asked whether a letter should be sent to Secretary Vance informing him of the extent of this support. We later suggested that perhaps the best vehicle for establishing our "credit" with the Secretary would be the annual report of the Defense Intelligence School prepared by its Commandant. We thought arrangements could be made for the report to include proper references to our support and that a copy could be brought suitably to Mr. Vance's attention. This has now been done.
3. The attached report, released in late March, contains the coverage on CIA support that we had hoped for. When no appropriate means could be developed within DIA to bring the report to Secretary Vance's attention in the way we desired, Frank Hand agreed to do it. After touching base with General Carroll (who was very pleased with the idea), Frank mentioned the report to Mr. Vance last Saturday morning. The Secretary was quite impressed, according to Frank, and asked to keep the report long enough to read all of it. He returned his copy Wednesday.

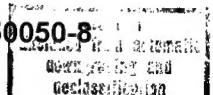
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Alan M. Warfield  
Acting Deputy Director  
for Support

Attachment

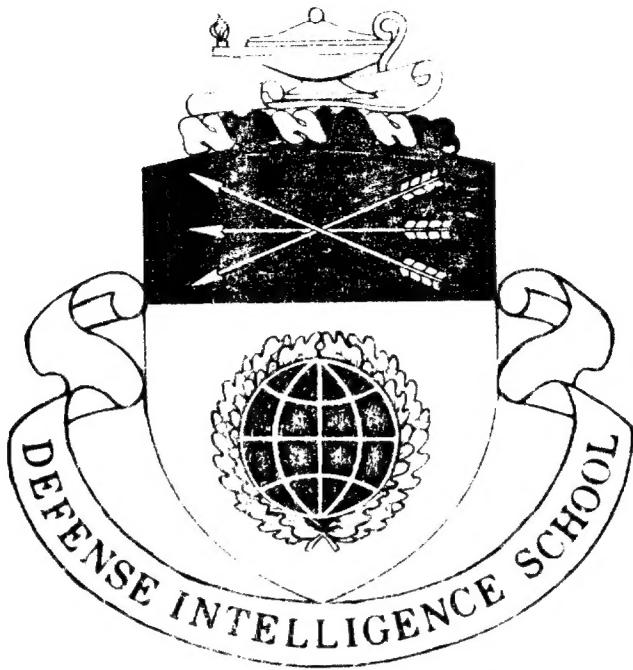
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THE  
COMMANDANT'S  
REPORT

1965

GROUP 4

DOWNGRADED AT 3 YEAR INTERVALS

DECLASSIFIED AFTER 12 YEARS

**CONFIDENTIAL**

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THE  
COMMANDANT'S  
REPORT

1965

This report is classified CONFIDENTIAL because the combined data therein indicates significant strengths and weaknesses in U.S. intelligence training and provide detailed information on elements of DoD planning, programs, and actions in intelligence, the release of which in toto or in major portions would be prejudicial to the security interests of the U. S.

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DEFENSE INTELLIGENCE SCHOOL

THE COMMANDANT'S REPORT

1965

I. INTRODUCTION

This review of operations during calendar year 1965 constitutes both my second and final annual report as Commandant of the Defense Intelligence School (DIS). My tour of duty at DIS terminates on 1 January 1966, and at that time Captain Clifton E. Cantlon, USN, will assume command of the School. Captain Cantlon takes over an expanding educational institution which has just completed its first year of consolidated operations at the Anacostia Annex of the U. S. Naval Station, Washington, D. C. In addition, he inherits a total curriculum consisting of no less than one non-resident and nine resident courses. This marks an increase of 3 courses (43% expansion) in the size of the academic program during my tenure as Commandant. In this same period of time, the School has been physically moved from its two original and different locations, and has been unified at its present site. Accordingly, my major consideration during the past twelve months has been to create insofar as possible from two former separate entities in a single monolithic organization with common interests, objectives, and sense of pride in overall accomplishments. My campaign toward achieving a solidarity of purpose was by necessity slow due to the

need in 1965 for all academic departments to concentrate upon the implementation of totally new curricula as a result of the establishment of the Defense Attaché System and the requirement to initiate two completely new courses: The Advanced Intelligence and Civilian Analyst Courses. However, steady progress toward my goal was made throughout the year, and I believe that I am turning over to my successor a School which is not only colocated physically but united philosophically and pedagogically, and which is finally beginning to achieve the academic recognition for excellence which it so richly deserves.

## II. PERSONNEL

### A. Command Structure

1. Captain Edward C. Blonts, USN, the senior deputy commandant, retired from active duty on 30 June 1965; and was succeeded in this position by Captain Cantlon, who possesses a broad background in the field of intelligence. Colonel Rial F. Gallagher, USAF, continued in his dual position as junior deputy commandant and director of instruction, and deserves much credit for the impressive educational advances of the past year.

2. One other key personnel change should be noted for 1965.

The School's first liaison officer from the Central Intelligence Agency (CIA),

25X1 [redacted] was named to the position of Registrar, Office of Training, and was replaced at DIS by the former registrar, [redacted]

25X1

[redacted] Through both these gentlemen, DIS continued to enjoy the full support

of their agency in providing highly qualified lecturers covering a wide range of subjects. Some idea of the extent of this assistance is shown in the partial listing of CIA guest speakers who are included in the final appendix to this report.

B. Total Strength

1. As noted in my report of last year, neither the organizational structure nor total number of personnel authorized for the School under the existing Joint Table of Distribution (JTD) is realistic for the additional missions which DIS has inherited over the past two years. At present, the JTD provides 97 manpower spaces to include 41 officers, 33 enlisted personnel, and 23 civilians. This number represents a gain of only 7 persons (an increase of 8%) from the original strength of the School upon establishment three years ago. Since that time, as noted earlier, the curriculum has been enlarged by three new courses (43% expansion); while the total number of student enrollees has risen steadily (almost 30% since 1963) and should continue to increase substantially in 1966.

2. Two separate surveys of the manpower situation at DIS were undertaken in 1965. The first was a Cost Effectiveness Study undertaken by the Comptroller's Office of the Defense Intelligence Agency (DIA) from March to June; and the second, a Joint Chief of Staff (JCS) Manpower Survey during June. Each report noted the need for additional spaces,

particularly in the faculty and academic support areas. The JCS survey team recommended a modest increase of 4 persons; while the Cost Effectiveness Study urged that at least 14 new spaces were required. It should be noted that both surveys were completed before either of the two new resident courses were initiated. Thus, both recommendations are minimal ones and fall far short of the actual need, as well as of the staffing requirements authorized for the other educational institutions under the jurisdiction of the JCS.

3. The problem of inadequate staffing was further compounded throughout the year by a persistent shortage of personnel for authorized positions. All academic departments generally operated with at least one less faculty member than the number prescribed by the JTD. One of the two librarian positions went unfilled the entire year, as did the equally urgent requirement for an illustrator in the visual arts shop. The position of senior civilian professor has also been vacant since mid-September. Likewise, the policy of withdrawing members of the faculty and staff before their replacements have arrived was equally detrimental to efficient operation of the School. It was not unusual for the lag in replacing departed faculty and staff members to range from two to three months or even longer. The Academic Support Officer's position for example has not been manned for nearly six months. The educational

performance of the School at its approved manning level is at best marginal, but operation on an understrengthed basis is certainly inimical to the best interests of the student body and the basic objectives of the School.

### III. ORGANIZATION

#### A. DeJure

The internal organization of DIS throughout the first half of 1965 generally reflected the organizational structure approved by the Chief of Staff, DIA, on 1 November 1964. (See Chart 1 on the next page.) After the relocation at Anacostia, it became gradually necessary to alter the organization first to recognize the changes brought about by consolidation and second to accommodate the new courses initiated during the past year. These evolutionary changes were discussed with members of the JCS Manpower Survey and were incorporated into their recommended organizational concept which accompanied their proposed new JTD.

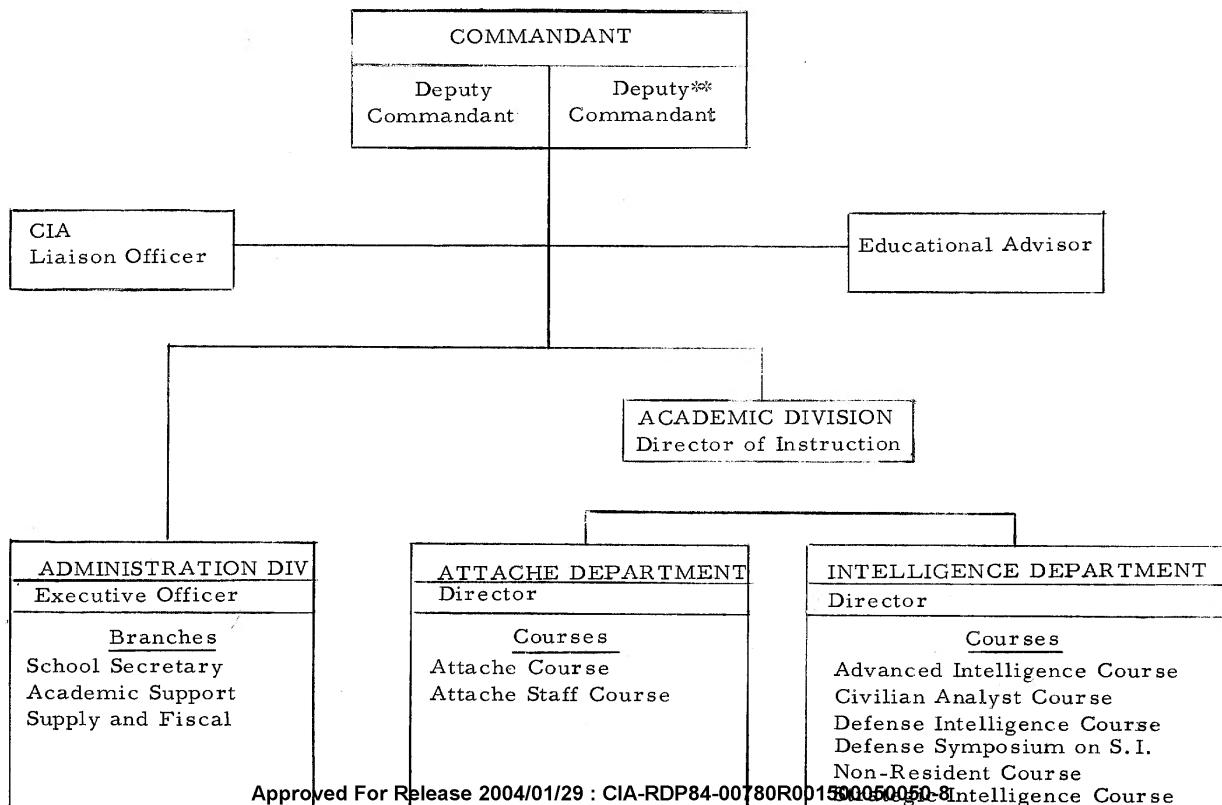
#### B. De Facto

1. The main features of the new organization which has gradually emerged at DIS (See Chart 2) and which the JCS recommendations largely confirmed are directed toward strengthening the academic operation of the School. In place of the two former academic departments under the Director of Instruction, there are now three resident departments and a non-resident

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CHART I

DE JURE ORGANIZATION OF THE DEFENSE INTELLIGENCE SCHOOL

1 JANUARY - 31 DECEMBER 1965

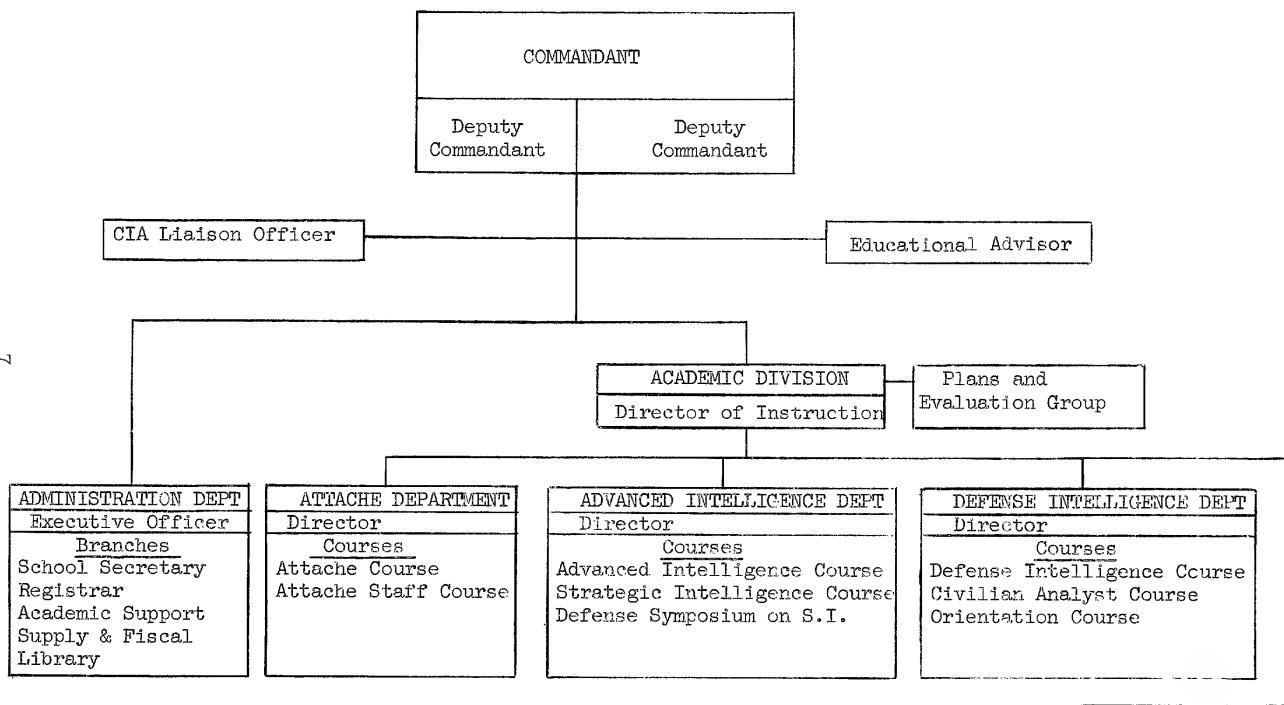


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CHART 2

DE FACTO ORGANIZATION OF THE DEFENSE INTELLIGENCE SCHOOL \*

31 DECEMBER 1965



\*Generally similar to JCS Survey Team Recommended Organization  
\*\* One Deputy Commandant also serves as Director of Instruction

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group. In addition, a plans and evaluation group has been attached to the Director of Instruction's office to carry out necessary curriculum development and review. In the administrative area of the School, the proposed JTD would also merge the positions of Executive Officer and School Secretary into a single Administrative Officer. The space which is to be saved when the present Executive Officer's tour of duty is completed next spring will then be transferred to one of the academic departments. Overall, the present de facto organization is both current and responsive to the enlarged mission of the School and serves as the basis for most of the projected JCS changes.

2. There are two features of the JCS recommended reorganization and proposed JTD which are not in my judgment in the best future interests of the School. The first concerns the rank of the Commandant. The DIS Charter stipulates that the Commandant be a flag or general officer of 07 rank, and that the position be rotated among the services. The JCS team however has recommended that the position be lowered to 06 rank and be made a permanent Navy billet. Second, the Charter provides for a commandant from one service and two deputy commandants from the other two services. The new organization would authorize only a single deputy commandant from the Army. I believe because of the joint nature and ever increasing stature of the School that the original Charter should be followed in the above matters. Accordingly, I non-concur in both

recommendations and I have submitted a reclama on both proposed changes.

#### IV. STUDENT ENROLLMENT

The total number of students enrolled in DIS throughout 1965 continued its steady growth and established a new single year's high of 1,262 enrollees. This figure which is 160 more than the previous high of 1,102 in 1964 is due primarily to the addition of two new courses, the Advanced Intelligence and Civilian Analyst Courses, and an increased enrollment in the Non-Resident Program. Moreover, it should be noted that the Defense Symposium on Strategic Intelligence was not offered in 1965 in order to reschedule it from the beginning (August) to the end (June) of the 1966 fiscal year. This two week course for reservists has a quota of 135 and normally enrolls in excess of 100 students. Since it will be presented in 1966 and since the Civilian Analyst Course will be offered twice instead of once, the forecast is for another record enrollment next year of at least 200 more resident students than in 1965. Chart 3 on the following page shows the total enrollment by service for all DIS courses in 1965.

#### V. ACADEMIC RECOGNITION

##### A. American Council on Education

Recognition for the high quality of instruction at DIS came from two different sources in 1965. The first was from the Commission on Accreditation of Service Experiences of the American Council on Education. This foremost authority on higher education agreed to review the curriculum and

## CHART 3

## 1965 ENROLLMENTS AT DIS

<u>Resident Courses</u>	<u>DA</u>	<u>NA</u>	<u>AF</u>	<u>USMC</u>	<u>CIV</u>	<u>TOTAL</u>
Attache Staff	139	17	99	-	17	272
Attache	73	65	67	13	0	218
Defense Intelligence	38	101	20	4	1	164
Strategic Intelligence	22	67	28	1	32	150
Advanced Intelligence	7	3	8	1	18	37
Civilian Analyst	0	0	0	0	23	23
Orientation	1	0	0	1	16	18
	—	—	—	—	—	—
Sub-Total	280	253	222	20	107	882
<u>Non-Resident Course</u>						
Graduated	1	1	4	1	0	7
Enrolled	12	24	50	59	43	188
Drop-Outs	(Not broken down by service)					195
	—	—	—	—	—	—
Sub-Total	13	25	54	60	43	380
	—	—	—	—	—	—
Grand Total						1,262

25X1

operation of the 9-month Defense Intelligence Course to determine how much, if any, graduate credit should be awarded by U. S. colleges and universities to graduates of the course. A team of three distinguished educators spent one week at DIS in early June investigating various aspects of the course including curriculum content, faculty qualifications, library resources, the testing program, and the thesis requirement.

The evaluators were Dr. Richard Van Wagonen, Dean of the American University Graduate School; Dr. Howard White, Dean of the Graduate School of the New School of Social Research; and Dr. John J. Hooker, Professor of Economics at Catholic University. Upon completion of its investigation, the team submitted its findings and recommendations to the American Council on Education. The latter has not yet officially forwarded its analysis of the accreditation effort, but unofficially has informed me that it is going to recommend that graduates of the course be awarded up to 6 hours graduate credit in international relations or political science, or up to 4 hours graduate credit in political or economic geography. This evaluation by such a recognized body that the Defense Intelligence Course does qualify for graduate credit is testimony to the quality of instruction and professional standards found within a course which is regarded as the keystone to the Department of Defense (DOD) Intelligence Career Development Program (ICDP).

B. Danforth Foundation

1. DIS was one of 28 American institutions of higher learning invited by the Danforth Foundation to send a 4-man team to participate in the 1965 Workshop on Liberal Arts Education. The Danforth Foundation is a non-profit organization whose aim is to strengthen American education by means of its programs and grants. The workshop was held for three weeks during June and July on the campus of Colorado College and included 4-man delegations from such prominent colleges and universities as the University of Chicago, University of Cincinnati, Colby College, Drake University, Georgetown University, McMaster University (Canada), University of Miami, University of Michigan, University of Pennsylvania, Silliman University (Philippines), University of Southern California, Southern Methodist University, Stephens College, Tufts University, Washington University, and Wayne State University. DIS shared both the distinction and great honor of being the first military and/or government educational school to be invited to participate. I further am pleased to report that our team took an active role and made an excellent contribution to the sessions.

2. The DIS delegation was comprised of my Educational Advisor, Dr. Robert L. Plumb, who served as "dean" of our team, Colonel Rial F. Gallagher, USAF, Director of Instruction; Colonel Robert F. Robens, USA, the Director of the Department of Attache Training; and Mr. Thomas B.

Strange, the School's tests and measurements specialist. In addition, I attended the final three days of the conference. Our team took part in daily seminars on instruction, evaluation, curriculum development, and administration which proved to be most valuable in enabling us to determine the latest educational trends and techniques, as well as to evaluate and compare with other institutions the state of the art as practiced at DIS. In general, our team left the workshop noting areas which needed improvement but also cognizant of the fact that our problems are fewer and less involved than those of our civilian colleagues. The representatives of the Danforth Foundation were most gracious and considerate hosts, particularly Dr. Pressley C. McCoy, Workshop Director; and I am most appreciative of the rare opportunity afforded the School to take part in such a worthwhile endeavor.

## VI. DIS ACADEMIC PROGRAM

### A. Management

1. The need for a central and standardized academic operation became apparent soon after the consolidation of all resident courses within a single academic building occurred in late 1964. The first step in this direction was the establishment of a centralized scheduling and programming office early in the year under direction of an Academic Operations Officer and scheduling assistant. The new office is responsible for monitoring and approving all class schedules in order to avoid duplication of presentations, to schedule joint classes which are common to two or more courses, and to provide maximum utilization of classroom facilities.

2. The next evolutionary step was the transfer in early summer of the tests and measurements specialist from the Non-Resident Course to become the Evaluation Officer attached to the Director of Instruction's office. Under his professional guidance a testing, measurement, and evaluation program was begun for all courses within the School. A start has been made toward developing an Academic Examination Question Data Base which ultimately will provide all faculty members with the option of using examination questions which have been proven to be academically valid and reliable. In addition, a Pre-and Post-Course Inventory Examination has been standardized for use with the Defense Intelligence and Civilian Analyst Courses. Four individual samplings have been taken, graded and analyzed; and the results were utilized for both course evaluation purposes and for inclusion in the data base.

3. An academic policy or management group finally came into existence with the addition of an Academic Plans Officer in autumn. At that time the Plans Officer, Evaluation Officer, and Academic Operations Officer were combined into a Plans and Evaluation Group which was attached to the Director of Instruction's Office. This body in conjunction with the Educational Advisor began the implementation of a standardized critique program within DIS. All critiques are forwarded first to this group where they are reviewed to determine the competency of guest lecturers or the need for change in existing programs of instruction (POIs). The group also drafted

several staff memoranda which were further aimed at systematizing academic procedures at the school.

B. Programmed Instruction

The first unit of programmed instruction was developed during the year for the School by Basic Systems, Incorporated, and subsequently

was utilized most successfully with several of the resident courses.

The great advantage of programmed instruction is that students progress at their own speed and yet are taught the same facts or data base. The

DIS efforts were pioneer ones for the field of intelligence training. The

classified subject initially selected at DIS was "An Introduction to the

Components of Strategic Intelligence"; and the programmed text on this

topic replaced five hours of lecture in the Strategic Intelligence Course and

a 3 hour classified reading assignment in the Attache Course. On the

average, students required an hour and a half to complete the text thereby

allowing time for additional instruction in both courses. Post-class exam-

inations of the students also revealed the acquisition of more knowledge and

a greater retention of same by this method than was acquired previously

using conventional teaching techniques. The wide acceptance of this text

by the training offices within the intelligence community has been most

gratifying, and the School is currently proceeding with the development of

its second programmed instructional text. This is a revolutionary area in

education, and one which lends itself readily to various aspects of intel-

ligence training.

**C. Course Offerings**

**1. General**

a. Unlike the service or national war colleges which each present only one major resident course a year, DIS is responsible annually for a wide variety and ever-expanding number of intelligence oriented, military educational programs. During 1965, two new three-month resident courses were added to a curriculum which already included five basic resident courses and one correspondence course in intelligence. In length the curriculum ranges from the nine month Defense Intelligence Course to brief one week orientation courses, as required by DIA. The student body is comprised of all ages and grades of military officers, warrant officers, enlisted men, DOD civilians, and civilians from within the national intelligence community. Significantly, there are probably more officers in the grade of colonel/captain graduated annually from DIS in the Attache and Advanced Intelligence Courses than from any of the service or joint war colleges.

b. Each DIS Course is tailored to meet its specific objectives. The purpose of some courses is to educate; while in others the central theme is preparation for a particular job. Consequently, each DIS course is conceived, developed, and presented under a different educational philosophy from the others. For example, the Defense Intelligence Course provides the student officer in the mid-career level with a basic educational experience which will be useful throughout his subsequent career until he retires from

the service. The Advanced Intelligence Course stresses the management of intelligence for senior grade officers and civilians. On the other hand, the Attache and Civilian Analyst Courses combine an education in intelligence with training for specific future jobs. The Strategic Intelligence Course stresses currency of information in order to better prepare officers for their present intelligence assignments. And, at the far end of the spectrum stands the Attache Staff Course which has an exclusively training mission for primarily senior enlisted personnel and warrant officers. Throughout all courses, notwithstanding, it is our aim to utilize as many different educational techniques and up-to-date audio-visual devices as possible to present instruction of the highest quality. Since the appendices contain a detailed summary of each DIS course, I should like here to comment only on the major changes or highlights in 1965 for each of our academic programs. The courses are listed alphabetically.

2. Advanced Intelligence Course

a. The first of the two new courses developed in 1965 was the Advanced Intelligence Course (AIC). A pilot class was conducted during the period 1 March to 4 June 1965, with 21 students attending from DIA, CIA, the National Security Agency (NSA), and the Departments of the Army and Air Force. Students were specifically selected for the pilot course on the basis of their possessing extensive backgrounds in intelligence duties

in order that they might evaluate the pilot AIC both for DIS and their parent agencies. As a result of these student analyses and a faculty post-course review, significant changes were made in the original Training Plan which had been hurriedly developed in order to meet the 1 March deadline. The bulk of these changes involved re-sequencing of subject matter, more emphasis on intelligence management, as well as a slight increase in student participation in the form of seminars, field trips, and demonstrations. The new Training Plan was staffed through DIA, JCS, the Unified and Specified (U&S) Commands, and the Military Departments, and was finally approved by the Deputy Director, DIA, on 28 July 1965.

b. The first formal 13 week AIC was offered from 7 September to 10 December 1965. A total of 16 students participated, from DIA, CIA, NSA, the State Department, and the Departments of Navy and Air Force. Clearance for access to Special Intelligence was made an additional requirement for the autumn class. The changes made in the curriculum were a definite improvement and the course was well received by the participants. Post-course evaluations, however, indicate that still greater student participation is necessary and that the course is so filled with necessary subject matter content that there is insufficient time for a proper research paper. Student critiques have been highly critical of the research paper requirement and have strongly recommended the inclusion of more seminars and practical exercises. In my opinion, a lengthy end-of-course problem based on the case method

of instruction is now needed to replace the research paper. This practical exercise would simulate a realistic intelligence situation and would require the students through role playing and seminars to make necessary managerial decisions as the problem progresses through the entire intelligence cycle from beginning to end. Since development of such a problem is beyond the capabilities of the small faculty who present the course, the necessary funds should be made available to the School for the preparation of same by a qualified intelligence research organization. Another possibility is to increase the length of the course to five months, thereby providing time for both the research project and a final exercise as described above.

3. Attache Course

a. The most significant event which affected Attache training in 1965 was the advent of the Defense Attache System (DAS). The implementation of this concept had a far reaching impact on nearly all aspects of instruction presented to attaches-designate at the School. In fact, the overall perspective of the course was changed to accommodate the worldwide inauguration of DAS on 1 July 1965. For example, virtually all instructional periods were modified to reflect changes occasioned by the implementation of DAS. Many subjects which had previously been presented separately to the three services had to be rewritten for presentation to the class as a whole. The faculty also assumed responsibility

for scheduling all consultations for outgoing attache personnel.

Previously, this responsibility had been shared with the individual services. All attache training in communications security and photography was also transferred to DIS during the summer.

Previously, the Navy and Air Force provided their own instruction in these two respective fields. A few service subjects, however, still remain in the course curriculum which cannot be taught on a joint basis until appropriate policies have been promulgated. Further course changes are anticipated both in the broad sense and in detail as further DAS policy is developed in 1966.

b. A number of new subjects not necessarily related to DAS were introduced into the course during the year. These include a practical exercise on biographic reporting, training in aerial operations, and presentations on human relations, service information agencies, coup d'etats, and organization of DAS. Further improvements were also made in the special training offered to iron curtain/restricted country attaches-designate to include lectures on travel restrictions and transportation areas, as well as on traffic and restricted area signs. The wives program was also enlarged to include an orientation visit to a foreign embassy in Washington as well as to Congress, the Library of Congress, and the Supreme Court as part of their orientation on the national governmental structure.

c. A new though not completely desirable procedure for compiling country bibliographies for attache students was instituted on 1 September. This procedure was implemented out of necessity due to the research librarian vacancy which has existed for more than a year in the School library. This approach involves a faculty board review of each country bibliography prior to the next attache class. The principal objective of the board is to provide the students with the most current and meaningful bibliography possible. However, it should be noted that this imposes an additional responsibility upon an already understaffed faculty, and one in which they are not necessarily competent. The problem is one which can only be solved by the acquisition of the professional reference librarian authorized for the library.

4. Attache Staff Course

a. The 1 July 1965 implementation of DAS also had a marked influence on the Attache Staff Course, as it did on the parent Attache Course. The number of subjects presented on a separate service basis was greatly reduced in all three phases of the course; and at least 95% of the instruction in the Administration Phase is now joint. Also for the first time, Navy personnel began to attend all three phases of the course. A Navy instructor was loaned to the School for the Finance Phase by the Office of Naval Intelligence (ONI) pending the final approval of an authorization for this position.

b. Because of the differences in Navy accounting procedures from those of the Army and Air Force, the Finance Phase for Navy students attending the School was increased to six weeks. While the Administration and Finance Phases otherwise remain at 4 weeks each; a study is now under way in the School to determine the feasibility of increasing the length of these two phases to 5 weeks each. There is a recognizable need for additional time in each phase for presenting practical exercises in greater depth so that the student can acquire more useable skills in his specialization. A recommendation on lengthening these 2 phases should be forthcoming early in 1966.

5. Defense Intelligence Course

a. The entire curriculum of the Defense Intelligence Course (DIC) was reviewed during the summer to ascertain that it fulfilled the requirement to prepare the student for assignment on the national and unified intelligence staff level in consonance with the ICDP. Minor revisions were made throughout the course during the summer in order to meet the above objective, as well as to up-date the content and to improve the methodology of instruction. In this latter respect, all instruction is now presented in complete blocks rather than being intermingled or offered piece-meal in order to assure better continuity of thought and concentration of effort. Among the curriculum revisions, the one week introductory sub-course on national action capability which had been introduced the previous year was eliminated per se and the content was incorporated into the foreign intelligence subcourse.

This latter unit was further revised to reflect the fundamental changes presently in effect in international relations; namely, the breakdown of the Communist monolith, the increasing importance of underdeveloped areas in U.S. policy, and the accompanying decrease in significance of the policy of containment. The advanced studies subcourse was also reduced about one-third by eliminating unproductive research time.

This further provided for closer student supervision during that block of instruction and permitted the practical exercises to be oriented directly to intelligence application.

b. An intensive study was undertaken internally at the end of the year with the approval of the Deputy Director, DIA, toward initiating a major revision in the DIC curriculum for the 1966 class. The purpose is to readjust the content so that the course can be divided into two phases: an initial phase of 16 weeks duration, and a second optional phase of 22 weeks length. The first phase would be mandatory for all students; but if both phases are to be taken, they must be done so consecutively and in the same year. The objective in rephasing the existing 38 week course is to increase participation by the Army and Air Force who prefer a shorter period of training at the mid-career level yet to retain the entire 9 month course to meet the Navy's post-graduate training requirements. At my direction an ad hoc group was established in the School under the DIC chairman to develop the revised curriculum. Following terms of reference recommended by the DIS Curriculum Committee, the ad hoc group completed by the year's end a

tentative POI for Phase I, which would be known as the Joint Intelligence Staff Officers Course (JISOC). The development of Phase II, which is to be the Advanced Intelligence Studies Phase, will be completed in early 1966. The dual concept and POI's will be further coordinated with the services and joint commands before submission to DIA for final approval. The anticipated implementation date of the DIC in two phases is 29 August 1966.

c. All members of the School and particularly those associated with the Defense Intelligence Course were deeply saddened by the death of Professor Francis J. DeCelles on 26 September 1965. Professor DeCelles who had retired from the School 11 days previously because of ill health had served as the senior civilian professor with the course since its start in 1963. Prior to that time, he had held the same position since 1948 with former U. S. Naval Intelligence School. Professor DeCelles will be recalled by his former students and associates as a dynamic speaker with a wealth of humorous and illustrative anecdotes, a phenomenal store of knowledge and the ability to respond to even the most complicated questions regarding international law with detailed, well-organized and easily understood answers. It is my sincere hope that one of the two School auditoria can be named after this outstanding gentleman who dedicated

the last two decades of his life to the educational development of intelligence officers.

6. Non-Resident Course in Intelligence

The first students to complete the Non-Resident Course were graduated during 1965. Enrollment in the course also soared to a new single year's high of 390 students. However, of this total exactly one-half withdrew from the course during the year. A large drop-out is customary with any correspondence course, but a 50% disenrollment is unusually high. The cause of the high withdrawal rate in this instance appears directly related to the increased U.S. military involvement in Viet Nam. Beginning in July, for example, and continuing for the remainder of the year, there was a marked increase in the number of drop-outs. However, the number of active enrollees remains approximately the same as last year, thereby suggesting that the enrollment may level off and remain constant at about 200 students.

7. Strategic Intelligence Course

Although the DIS Charter stipulated that the Strategic Intelligence (SI) Course was to be phased out upon implementation of the Advanced Intelligence Course, the Deputy Director, DIA, directed that the course be continued as long as there was a need for same. Further recognition of the value of this 4-week offering came just prior to the convening of Class 2-66 when DIA requested that its quota of 10 for the

course be increased to 30 spaces in order to provide orientation training to the numerous young professional civilian employees hired during the last two years outside of the college graduate recruitment program.

VII. MISCELLANEOUS

A. Surveys

Although one was originally intended for the spring, no DIA General Inspection of the School was conducted during 1965. However, such an inspection is scheduled to occur during the first week of 1966. DIS however did participate in various other outside surveys and evaluations during the past year. In addition to the previously mentioned review of the Defense Intelligence Course by the American Council on Education and the DIA Cost Effectiveness Study, the visits of two other survey teams to DIS took place in October. The first was by Committee Two of the (General Maxwell) Taylor Board under the chairmanship of Major General W. R. Peers, USA. This body was concerned with U.S. governmental training programs on counterinsurgency; and, as such, it investigated the degree and scope of such instruction at DIS. The other subcommittee was from the (Lieutenant General Ralph) Haines Board or U. S. Army Board School Survey Team, and was chaired by Brigadier General Bradford Smith, USA, and Brigadier General Henry Newton, USA, Retired. The purpose of its visit was to examine the place of various DIS courses in the army school system.

B. Physical Facilities

1. The newly renovated facilities which DIS moved into in December 1964 afforded not only the first consolidation of academic and administrative operations since establishment of the School two years earlier but also provided more total space than in both its two former locations. However, as 1965 progressed, the School became increasingly pressed for available space as a result of the additional courses which were added to the curriculum during the year and the retention of the Strategic Intelligence Course. As a result, the School has reached its maximum saturation point with respect to its existing facilities and will be unable to expand its curriculum unless additional space is provided.

2. A number of internal realignments and reallocations of space were required after an initial shake-down period has passed. The Attache Staff Course dayroom for example had to be converted into a classroom to accommodate the Navy's full participation in the program. A similar requirement for the new Civilian Analyst Course transformed the faculty lounge/conference room into another classroom. Other internal moves, such as the transfer of the mail room to the academic building and the relocation of the Correspondence Course within the administration building, combined to give the graphic arts section the additional space which it required. Finally, both stages in the two auditoria were found to be so high and shallow that for all practical purposes they were useless. As a

result, each was lowered from three feet to about eighteen inches

in height and were also extended several feet forward in order to make them functional for instructional purposes.

C. Guest Lecturers

The outstanding guest speaker program at DIS was further expanded during the year; and a host of prominent lecturers appeared at DIS in 1965. Among these were the Assistant Secretary of Defense, Norman Paul; the Director of DIA, Lieutenant General Joseph F. Carroll; Ambassador at Large Averell Harriman; former Secretary of State, Dean Acheson; former Director of CIA, Allan Dulles; the Director of the State Department's Bureau of Intelligence and Research, Thomas B. Hughes; and the Editor of U.S. News and World Report, David Lawrence; as well as several assistant and deputy assistant secretaries of state and defense, more than 20 different general and flag officers, consultants to both the President and Vice-President of the United States, several American ambassadors, and deans and professors from over 20 different American colleges and universities. As shown under Appendix J of this report, the quality alone of the prominent DIS guest lecturers is comparable to that found at the joint and service war colleges.

VIII. RECOMMENDATIONS

I have had the pleasure and distinction of being associated with DIS since its inception three years ago, both as Deputy Commandant and Commandant of the School. The changes which have taken place are

substantial and in my opinion sound. The School is off to an excellent start and the future outlook is good. In my judgment, the major tasks for DIS hereafter will be (1) to secure adequate personnel to staff the School both quantitatively and qualitatively; (2) to conduct the necessary curriculum surveillance to insure need, accuracy, and currency of instruction; and (3) to hold the line on its existing academic program and resist any further expansion of the curriculum until thoroughly satisfied that the first two objectives are realized. Accordingly, I should like to submit the following recommendations aimed at achieving the foregoing:

First, the name of the institution should be changed from school to college or university in order more accurately to reflect both the mission and level of instruction. In effect, DIS is presently divided into three colleges or schools; one each for Attache Studies, Mid-Career Intelligence Studies, and Advanced Intelligence Studies. The varying fields and levels of intelligence instruction are not unlike those of the Air University or of a civilian institution of higher learning. The rank of the student body in the senior programs (Attache and Advanced Intelligence Courses) equates favorably to the war college level of responsibility. DIS is not a school but at the least the senior intelligence college within the Department of Defense. Its mission is to intelligence what that of the Industrial College of the Armed Forces

(ICAF) is to logistics. The graduate level quality of the DIS academic programs has been recognized by the American Council of Education; and it is now time for similar higher recognition within the military establishment.

Second, I strongly recommend that the next commandant after my successor be of general or flag-officer rank. Although the School Charter specifies such a senior officer, none has ever been nominated nor even requested for this position. The recent DIA Cost Effectiveness Study which recognized the need for additional faculty and resources for DIS also concurred in this need for a general officer to head up the School. As noted above, DIS has now reached the point in its evolution where such rank is required both for prestige purposes and to denote the importance of this institution among the senior military educational institutions in this country.

Third, funds should be provided and steps taken immediately to establish a Board of Visitors to conduct an annual review of DIS operations. This proposed Board of Visitors would be comprised of 4 or 5 distinguished consultants in the field of intelligence and education. The Honorable Allen Dulles, for example, would be the logical nominee to chair this body. Each year the Board would convene for 3-5 days to study various aspects of the total program. It would prepare and submit an annual report which would

provide both an impartial professional evaluation of academic operations and an appraisal of whether the School was carrying out its assigned mission. The Board of Visitors has its counterpart in most American colleges and universities, and a similar body surveys the program of the Air University and ICAF.



LEE WALLACE  
Colonel, USA  
Commandant

31 DEC 1965

APPENDIX A  
THE COMMANDANT'S REPORT  
1965

ADMINISTRATION

DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, D. C.

## ADMINISTRATION

### 1. GENERAL

Because the merger of previously separate elements of the Defense Intelligence School into one location did not occur until December 1964, the past 12 months have constituted the first full year of consolidated functions. The advantages of the single location have been evident in much smoother operations throughout the year, especially during the last half. This is true both academically and administratively; however, maximum efficiency has been hindered by the shortage of authorized personnel in both the library and academic support areas.

### 2. ORGANIZATION

The organizational structure and Joint Table of Distribution which were approved by the Chief of Staff, Defense Intelligence Agency, effective 1 November 1964, have constituted the legal organization for the School throughout the entire calendar year. See Chart 1 on page 6. Since the JCS Manpower Survey of June 1965, a gradual evolutionary change toward the organization of the prospective JTD has been in progress. The principal difference evident in the new organization is a four department/group concept in the academic operation of the School as opposed to the previous nominal two department alignment. Additionally, an academic Plans and Evaluation Group attached to the office of the Director of Instruction is provided. The current de facto organization is depicted in Chart 2 on page 7.

3. FUNCTIONS

a. The Commandant is responsible for the overall operation of the School. At present, he is assisted by two Deputy Commandants, one of whom also serves as Director of Instruction. The proposed JCS re-organization provides for one Deputy Commandant who would coordinate policy and operational problems for the Commandant. The Educational Advisor and CIA Liaison Officer are also on the Commandant's staff.

b. The Director of Instruction, currently the junior Deputy Commandant, is responsible for the content and presentation of the total School curriculum. His newly created staff includes the Plans Officer, the Evaluation Officer, and the Academic Operations Officer.

c. The academic program of the School is divided into two major and different areas: preparation of personnel for duty in the world-wide defense attache system, and enhancement of the career development of other personnel for further intelligence assignments. The Attache Department provides instruction for both accredited and non-accredited personnel; that is, for attache and assistant attaches-designate, as well as for civilian and military staff personnel who provide the necessary support services within attache offices. The remaining courses in the School provide career oriented instruction through a number of resident courses and one non-resident course.

d. The Executive Officer (Administrative Officer in the proposed organization) provides all administrative, logistic, fiscal and academic support within the School. His chief assistants are the School Secretary, the Registrar, the Supply and Fiscal Officer, the Academic Support Officer, and the Librarian.

4. STAFFING

a. Since its establishment, DIS has been staffed on an approximately equal basis from the military services with a limited number of civilian associates. Vacancies are filled on a requisition basis, and personnel are nominated to DIA by the services for assignment to administrative units of the respective services for duty at DIS. Although there is no established system of rotation, the Commandant and Deputy Commandants are normally from different military services; and the assignment of department directors, course chairmen and the executive officer also gives approximately equal representation to the military services.

b. The existing JTD for DIS provides 97 manpower spaces including 41 officer, 33 enlisted and 23 civilian spaces. The JCS proposed JTD authorizes a total of 101 spaces: 44 officer, 34 enlisted and 23 civilian. The 4 new spaces authorized are for instructor personnel. The administrative side of the organization will also lose one space to the academic operations. Overall, the School has consistently operated with an understrengthed manning level throughout the year. The principal and persistent

problems in this area have been the inability to recruit for one civilian library position and the lack of nominees for an Army illustrator position in the Graphics Shop and a faculty advisor for the Attache Course.

5. ADMINISTRATION

During the year, it has been possible to evaluate the effectiveness of consolidated operation at Anacostia. Some local moves of physical functions have been effected to achieve closer coordination and control of classified mail, receipt and distribution of orginary mail, and publications as well as closer supervision of entry and access in the classroom building during working hours. The location and responsibility assignments of various functions are still under study and will be moved as necessary to enable handling of the steadily increasing student and course loads.

6. SECURITY

a. Staff and faculty personnel receive a security briefing quarterly, and students are briefed at the commencement of each class. In addition, courses are designed to give students a thorough knowledge of security requirements and procedures by incorporating security concepts into portions of the courses where appropriate.

b. Physical security of the buildings assigned to the Defense Intelligence School at Anacostia is a function of regularly assigned personnel

during duty hours. During working hours there is controlled access to the Administrative Building, while access to the Academic Building is controlled by a system of building passes. Building security after working hours was a function of regularly assigned duty personnel through August 1965. This system was replaced by a detail of air policemen from DIACI on 1 September. This change has resulted in improved after-hours security but has not relieved the School of providing a security desk man during working hours, a position which is not provided for in the JTD.

7. FISCAL MATTERS

a. Funds required to support the direct costs of operations of DIS are programmed by DIA. Funds are allotted to the Commandant under all budget categories except civilian salaries which are programmed on an agency wide basis. Funds for indirect costs of operation are programmed by the Department of the Navy as specified on DOD budget subject-issue consideration #243 approved by the Secretary of Defense in November 1962. Funds are allotted to the Commandant on a quarterly basis. Actual accounting and supply services are furnished through the Naval Station, Washington, which provides for expeditious service and close liaison.

b. Overall funding for 1965 has been very close to 1964 but shows a shift from initial, non-recurring costs to areas which reflect the increased student and course loadings. Funding of the School has generally been adequate for support of the academic program except in the areas of faculty travel for necessary liaison purposes and student travel in connection with field trips. A need has also arisen for additional funds to support external assistance contracts which the School requires and which in the past have been provided by outside agencies.

c. A summary of direct operating costs for calendar year 1965 is shown in Chart 4 on page A-8 . The figures on this chart are based on local obligation records maintained by the School and are subject to adjustment when the obligations are cleared through accounting activities. Only those direct operating costs such as travel and per diem of staff, faculty, and student field trips, printing and reproduction, office and technical equipment maintenance and procurement, contractual services, supplies, materials and equipment are included. Civilian salaries and costs of utilities and other indirect support which are provided by the U. S. Naval Station, Washington, D. C. are not included. In addition there is the direct cost of providing photo processing for the School (\$ 7,650 in 1965) which does not reflect in the DIS budget.

8. ADMINISTRATIVE STAFF ASSIGNED AS OF 31 DECEMBER 1965

	<u>Name</u>	<u>Position</u>
a. <u>Command Element</u>		
	Colonel Lee Wallace, USA	Commandant
	Captain Clifton E. Cantlon, USN	Deputy Commandant
	Colonel Rial F. Gallagher, USAF	Deputy Commandant and Director of Instruction
b. <u>Civilian Advisors</u>		
	Dr. Robert L. Plumb	Educational Advisor
	[Redacted]	CIA Liaison Officer
c. <u>Administration Department</u>		
	CDR Norman P. Huddle, USN	Executive Officer
	Major William Middleton, USAF	School Secretary
	Miss Gretchen Hahn	Registrar
	LTJG J. J. Kulesa, USN	Supply & Fiscal Officer
d. <u>Academic Plans and Evaluation Group</u>		
	Lt Col John J. Morgan, USA	Plans Officer
	Mr. Thomas B. Strange	Evaluation Officer
	Major Willis E. Lorey, USAF	Academic Operations Officer and Acting Academic Support Officer

SUMMARY OF OBLIGATIONS USED BY DIS IN CALENDAR YEAR 1965

FUNDS ALLOCATED TO DIS	\$118,100.00
OBLIGATIONS MADE BY DIS	113,557.87
 <u>CATEGORY</u>	
TRAVEL	\$ 16,259.79
PRINTING AND REPRODUCTION	2,470.46
GENERAL SUPPORT EQUIPMENT MAINTENANCE	5,256.40
OTHER SERVICES	10,996.24
SUPPLIES AND MATERIAL	39,348.05
CONTRACT MAINTENANCE OF EQUIPMENT AND OTHER ASSISTANCE CONTRACTS	3,095.05
EQUIPMENT PROCUREMENT	26,457.88
MINOR CONSTRUCTION	<u>9,674.00</u>
TOTAL OBLIGATIONS	\$113,557.87

APPENDIX B  
THE COMMANDANT'S REPORT  
1965

ADVANCED INTELLIGENCE COURSE

DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, D. C.

ADVANCED INTELLIGENCE COURSE

**OBJECTIVES:** The Advanced Intelligence Course is designed to enhance the preparation of selected senior military officers and key Department of Defense civilian personnel for important command, staff, and policy-making positions in the national, unified staff, and military departmental intelligence structure.

**LENGTH OF COURSE:** 14 weeks.

**SCHEDULE:** Twice annually.

<b>QUOTAS:</b>	Army	6
	Navy/Marine Corps	5
	Air Force	6
	DIA	3
	National Agencies	6 *
	Unassigned	<hr/> 4
	Total	30

\*(The Commandant, DIS, approved allocation of the six National Agency spaces as follows: National Security Agency 2, Central Intelligence Agency 2, State Department 1, and U. S. Coast Guard 1.)

**POI APPROVED:** Under development. (However a Training Plan which had been coordinated with the U & S Commands and Military Departments was approved by the Deputy Director, DIA, on 28 July 1965.)

**CURRICULUM CONTENT:** Instruction in this course consists of 6 sub-courses: (1) the national intelligence structure; (2) the management of intelligence; (3) the functions of intelligence; (4) intelligence staffs in action; (5) command use of intelligence; and

(6) an intelligence research project.

METHODOLOGY: All instruction is presented on the graduate level.

No final examinations are given nor are any class standings established. The course utilizes a wide variety of educational techniques, chief of which is the use of specialized consultants and prominent guest lecturers from the national intelligence community. Students participate in the program through group discussions and seminars. Students are grouped by study room so as to achieve maximum cross-service/agency experiences. A research paper of at least 2,000 words examining some critical aspect of intelligence is required. Students also take part in an extensive visitation program to various member agencies of the national intelligence community, culminating in a one week field trip to continental U&S Commands.

1965 ENROLLMENT BY SERVICE:

<u>Class</u>	<u>Army</u>	<u>Navy</u>	<u>USMC</u>	<u>USAF</u>	<u>Civilian</u>	<u>Total</u>
Pilot	7	1	0	4	9	21
1 66	0	2	1	4	9	16
Total	7	3	1	8	18	37

1965 ENROLLMENT BY GRADE:

<u>Class</u>	<u>Maj/ LCDR</u>	<u>LtCol/ CDR</u>	<u>Col/ Capt</u>	<u>Civilian</u>	<u>Total</u>
Pilot	1	8	3	9	21
1-66	0	6	1	9	16
Total	1	14	4	18	37

STAFF ASSIGNED AS OF 31 DECEMBER 1965:\*

<u>Name and Grade</u>	<u>Degrees</u>	<u>Position</u>
Col Wyly K. Jones, USA	B. A.	Dept Director
Lt Col Robert L. Frazier, USA	B. A. (2)	Course Chairman
Lt Col Augustine S. Puchrik, USAF	B. A., M.A.	Faculty Advisor
Maj Byron K. Wilson, USAF	B. A., M.A.	Faculty Advisor
LCDR William M. Clew, USN	B. A.	Faculty Advisor

\*This faculty is also responsible for the Strategic Intelligence Course (Appendix H) and the Defense Symposium on Strategic Intelligence (Appendix I).

APPENDIX C

THE COMMANDANT'S REPORT

1965

ATTACHE COURSE

DEFENSE INTELLIGENCE SCHOOL

WASHINGTON, D. C.

## ATTACHE COURSE

**OBJECTIVES:** The Attache Course is designed to prepare commissioned officers of the military departments (and their wives on a voluntary basis) who are selected for assignment as defense attaches, service attaches, and assistant attaches.

LENGTH OF COURSE: 15 weeks.

**SCHEDULE:** 3 classes annually.

**QUOTAS:** There are no quotas established for the Attaché Course.

Every effort is made to meet all training requirements.

**POI APPROVED:** 13 December 1963. (Currently undergoing revision)

**CURRICULUM CONTENT:** The course consists of the following ten major units of instruction: (1) the nature and significance of strategic intelligence; (2) intelligence collecting and reporting; (3) office management, foreign liaison, and diplomatic functions; (4) attache research and related briefings; (5) communications and security; (6) attache photography; (7) counterintelligence and area intelligence; (8) communism, insurgency and counterinsurgency; (9) strategic appraisals of major world areas; and (10) language maintenance study.

In addition to and in substitution of certain areas within the regular course itself, special training is presented to attaches-designate to

iron curtain and restricted area countries. An optional program is also made available to all attache wives who are able to attend.

**METHODOLOGY:** All instruction is presented on the graduate level.

No formal examinations are given, nor are any class standings established. The course utilizes a wide variety of educational techniques including lectures by resident faculty, all of whom are former service attaches; presentations by guest speakers; panel presentations by former attaches; practical exercises, to include field trips; seminars; training films; programmed instruction; work in the language, photographic, and communications security laboratories; and individual research on the country to which assigned. All students are required to give an oral briefing before a faculty board on the results of their research. No thesis is required although students who have not yet begun the formal study of the foreign language to be used on station must prepare a short research paper in lieu of self-study in the language laboratory.

**1965 ENROLLMENT BY SERVICE:**

<u>Class Nr.</u>	<u>Army</u>	<u>Navy</u>	<u>USAF</u>	<u>USMC</u>	<u>TOTAL</u>
2-65	35	18	17	2	72
3-65	20	35	17	9	81
1-66	18	12	33	2	65
Total	73	65	67	13	218*

\*Includes 30 "special students" who did not receive diplomas.

1965 ENROLLMENT BY GRADE:

<u>Class Nr</u>	<u>Capt/Lt</u>	<u>Maj/LCDR</u>	<u>LtCol/CDR</u>	<u>Col/Capt</u>	<u>Total</u>
2-65	15	22	13	22	72
3-65	13	21	23	24	81
1-66	<u>16</u>	<u>15</u>	<u>19</u>	<u>15</u>	<u>65</u>
Total	44	58	55	61	218

FACULTY ASSIGNED AS OF 31 DECEMBER 1965:

Name and Grade	Degrees	Position
Col Robert F. Robens, USA	B. A, M. A.	Director, Attache Dept
Lt Col Jerome G. Lowe, USAF	B. A.	Chairman, Attache Course
Lt Col Eugene J. Benoit, USAF	--	Faculty Advisor/Instructor
Lt Col William R. Healey, USA	--	Faculty Advisor/Instructor
Lt Col Karl R. Liewer, USA	B. S.	Faculty Advisor/Instructor
CDR Angelo P. Semeraro, USN	B. S.	Faculty Advisor/Instructor
CDR James R. Bachtold, USN	B. A.	Faculty Advisor/Instructor
Mr. Harold C. Levie, Civilian	--	Faculty Advisor/Instructor

APPENDIX D

THE COMMANDANT'S REPORT

1965

ATTACHE STAFF COURSE

DEFENSE INTELLIGENCE SCHOOL

WASHINGTON, D. C.

## ATTACHE STAFF COURSE

**OBJECTIVES:** The Attache Staff Course is designed to prepare military and DOD civilian personnel as nominated by the military services for assignment to support functions in the worldwide defense attache system.

**LENGTH OF COURSE:** The complete course lasts 11 weeks; however, Navy students attend for 2 additional weeks of Finance instruction. The course consists of three phases, as follows: Administration - 4 weeks; Finance - 4 weeks (6 weeks for Navy); and Communications Security - 3 weeks. Any of the phases may be taken separately.

**SCHEDULE:** The Administration and Finance Phases are each presented six times annually; while the Communications Security Phase is offered nine times a year.

**QUOTAS:** There are no quotas established for the Attache Staff Course. Every effort is made to meet all training requirements. However the size of each class is limited by physical facilities. The maximum capacities for both the Administration and Finance Phases are 30 students each. Maximum loading for the Communications Security Phase is 12 students.

**POI APPROVED:** 1 August 1963. (Currently undergoing revision)

**CURRICULUM CONTENT:** The Administration Phase consists of the following blocks of instruction: attache duty orientation, security procedures, intelligence reporting, and military administration.

The Finance Phase includes the following major units of instruction: military pay, agent accounting, fiscal accounting, travel allowances, civilian pay, commercial accounts, and attache operations.

The Communications Security Phase provides instruction in communications security procedures.

**METHODOLOGY:** All instruction is presented by resident faculty who have served tours in attache support assignments abroad. Several short field trips are included in the course. In the Administration Phase, lectures are supplemented by 10-15 practical exercises.

The Finance Phase consists chiefly of practical work in finance operations and preparation of related reports and forms. The Communications Security Phase is made up primarily of laboratory work under the supervision of a civilian instructor. Examinations are employed to test student comprehension and retention in each phase.

**1965 ENROLLMENT BY SERVICE:**

<u>Phase</u>	<u>Army</u>	<u>Navy</u>	<u>USAF</u>	<u>Civilian</u>	<u>Total</u>
Administration	50	11	59	16	136
Finance	53	1	24	1	79
Communications Security	36	5	16	0	57
Total	139	17	99	17	272

1965 ENROLLMENT BY GRADE:

<u>Phase</u>	<u>Officers</u>	<u>WO</u>	<u>EM</u>	<u>Civilians</u>	<u>Total</u>
Administration	2	5	113	16	136
Finance	2	11	66	1	79
Communications					
Security	<u>1</u>	<u>4</u>	<u>52</u>	<u>0</u>	<u>57</u>
Total	5	20	231	17	272

FACULTY ASSIGNED AS OF 31 DECEMBER 1965:

<u>Name and Grade</u>	<u>Position</u>
Col Robert F. Robens, USA	Director, Attache Department
Capt Alan J. Ruprecht, USA	Acting Course Chairman, and Finance Instructor
CWO-4 Leo M. Quinn, USA	Finance Instructor
CWO-4 Frank R. Schoen, USAF	Administration Instructor
CWO-4 Robert L. Stewart, USAF	Administration Instructor
CWO-3 Logan E. Calhoun, USA	Administration Instructor
DKCM Hall P. Beck, USN	Finance Instructor
Mr. John McKernan, Civilian	Communications Security Instructor

APPENDIX E

THE COMMANDANT'S REPORT

1965

CIVILIAN ANALYST COURSE

DEFENSE INTELLIGENCE SCHOOL

WASHINGTON, D. C.

## CIVILIAN ANALYST COURSE

**OBJECTIVES:** The Civilian Analyst Course is designed to provide new civilian employees of the Department of Defense with a broad understanding of the fundamental concepts, organizations, and functions of intelligence; the basic skills of intelligence production techniques; and current intelligence appraisals of foreign areas.

**LENGTH OF COURSE:** 13 weeks.

**SCHEDULE:** 2 classes annually.

**QUOTAS:** There are no established quotas for the Civilian Analyst Course. Every effort is made to meet all training requirements. Normally, the course is open only to professional civilians who are hired under an established DOD College graduate recruitment program.

**POI APPROVED:** Under development. (A draft program of instruction has been coordinated within the Defense Intelligence Agency and the service intelligence departments, and is pending final review and approval.)

**CURRICULUM CONTENT:** The course consists of the following five major units of instruction: (1) the national security organization and fundamental intelligence concepts; (2)

introduction to intelligence acquisition; (3) introduction to intelligence production; (4) communication skills, and, (5) strategic intelligence appraisals.

**METHODOLOGY:** Each student is assigned a faculty advisor who closely monitors his progress throughout the course. Instruction is presented primarily by members of the school faculty; however, guest lecturers are also used in order to offer the student body a wide variety of intelligence experience and expertise. A unique feature of the course is that one-half the instructional hours are spent in either practical exercises or field trips in order to familiarize the student with the type of work required of and the sources of information available to the military intelligence analyst. Other educational techniques utilized during the course include panel presentations, use of programmed instruction, seminars, training films, frequent student-faculty conferences, and an extensive testing program. The course concludes with a three day field trip to a continental U&S Command to show the student the role, relationship and use of operational intelligence.

**1965 ENROLLMENT:**

<u>Class</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1-66	17	6	23 civilians

FACULTY ASSIGNED AS OF 31 DECEMBER 1965:

<u>Name and Grade</u>	<u>Degrees</u>	<u>Position</u>
CDR G. E. Simmons	-	Departmental Director
LCDR A. P. Hagmann	B. A.	Course Chairman

(In addition to the above, the same faculty members who present the Defense Intelligence Course are also responsible for the Civilian Analyst Course. For a complete listing of names, see Appendix F.)

APPENDIX F  
THE COMMANDANT'S REPORT

1965

DEFENSE INTELLIGENCE COURSE

DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, D. C.

## DEFENSE INTELLIGENCE COURSE

OBJECTIVES: The Defense Intelligence Course is designed to provide military officers and DOD career civilians with a broad education in intelligence which will serve as a foundation for their progressive career development and future intelligence assignments.

LENGTH OF COURSE: 38 weeks.

SCHEDULE: Once annually.

QUOTAS: Quotas for the 1965 class were assigned by the Joint Chiefs of Staff. These quotas were as follows: Army - 20; Navy - 50; Air Force - 20; Unassigned - 15.

POI APPROVED: 30 October 1964.

CURRICULUM CONTENT: There are five main sub-courses within the Defense Intelligence Course. These are: (1) intelligence techniques and procedures; (2) foreign intelligence; (3) counterinsurgency and counterintelligence; (4) intelligence for operational planning; and (5) advanced intelligence studies.

METHODOLOGY: Most of the instruction is presented by resident faculty; but guest speakers are also used to supplement the program. Other instructional techniques employed in the course includes seminars, field trips, training films, practical exercises, and research. Each student is required to write

a thesis of about 6,000 words on a subject of intelligence interest.

Examinations and exercises are graded, and class standings are established for internal use only.

1965 ENROLLMENT BY SERVICE:

<u>Class</u>	<u>Army</u>	<u>Navy</u>	<u>USMC</u>	<u>USAF</u>	<u>Civilian</u>	<u>Total</u>
1964	21	46	2	0	0	69
1965	17	55	2	20	1	95
Total	38	101	4	20	1	164

1965 ENROLLMENT BY GRADE:

<u>Class</u>	<u>1st Lt/LtJG</u>	<u>Capt/Lt</u>	<u>Maj/LCDR</u>	<u>LtCol/CDR</u>	<u>Civ</u>	<u>Total</u>
1964	14	47	8	0	0	69
1965	5	61	27	1	1	95
Total	19	108	35	1	1	164

FACULTY ASSIGNED AS OF 31 DECEMBER 1965:

<u>Name and Grade</u>	<u>Degrees</u>	<u>Position</u>
CDR G. E. Simmons, USN	—	Department Director and Course Chairman
Lt Col A. G. Keggins, USA	BS	Assistant Chairman/Instructor
Lt Col J. T. Moore, USA	—	Faculty Advisor/Instructor
Lt Col P. G. McCoy, USA	BA	Faculty Advisor/Instructor
Lt Col K. S. Foley, USMC	BBA	Faculty Advisor/Instructor
LCDR J. P. Hickey, USN	BS	Faculty Advisor/Instructor
LCDR E. L. Johnson, USN	BA, MA (2) PhD	Faculty Advisor/Instructor

Maj R. H. Fredette, USAF	BA, MA	Faculty Advisor/Instructor
Maj J. Cantlon, USAF	BS	Faculty Advisor/Instructor
LCDR A. P. Hagmann, USN	BA	Faculty Advisor/Instructor
Capt S. A. Dziadura, USAF	BA, MA	Faculty Advisor/Instructor
Lt A. J. Meers, USN	BS	Faculty Advisor/Instructor
Lt N. W. Buerger, USN	BS	Faculty Advisor/Instructor
Mr. A. H. Kalish, Civilian	BA, MA	Associate Professor
Mr. J. E. Quigley, Civilian	BA	Associate Professor

APPENDIX G

THE COMMANDANT'S REPORT

1965

NON RESIDENT COURSE IN INTELLIGENCE

DEFENSE INTELLIGENCE SCHOOL

WASHINGTON, D. C.

NON-RESIDENT COURSE IN INTELLIGENCE

OBJECTIVES: The Non-Resident Course in Intelligence is designed to provide active and reserve military officers and selected DOD civilian personnel who are engaged in intelligence functions with a comprehensive background in all aspects of intelligence.

LENGTH OF COURSE: 12 assignments of 6 weeks each, plus a final examination.

QUOTAS: The course is open to all military officers, active and reserve, and DOD civilians who are engaged in intelligence functions and who are cleared for CONFIDENTIAL material.

POI APPROVED: 8 June 1964.

CURRICULUM CONTENTS: The course is comprised of assignments in the following 12 areas: (1) intelligence organization; (2) the intelligence process; (3) operational and intelligence planning; (4) basic elements of foreign intelligence; (5) U. S. and world relations; (6) factors in national strategy; (7) the Soviet Union and other European communist states; (8) communist China and other Asian communist states; (9) the Sino-Soviet threat; (10) insurgency and counterinsurgency; (11) unconventional warfare; and (12) strategic planning.

METHODOLOGY: Each of the first 11 assignments consists of required

readings and an examination composed of 150 objective-type questions designed to cover the textual material in proportion to the weight of that material in each assignment. Assignment 12 is an area study of Communist China. All course material will be sent to the student's unit commander for military personnel and to the immediate supervisor for civilian personnel. The latter must certify that the student is authorized access to CONFIDENTIAL material and that adequate facilities are available to the student for the safe storage of classified documents. The student is required to finish each assignment within six weeks. An extension of four additional weeks for any assignment will be granted for extenuating circumstances. After the satisfactory completion of all assignments including a monitored final examination and upon the return of all course material, a diploma and letter of satisfactory completion will be awarded the student. A copy of the letter will also be forwarded to the appropriate service or civilian agency.

1965 ENROLLMENT BY SERVICE:

	<u>Army</u>	<u>Navy</u>	<u>USMC</u>	<u>USAF</u>	<u>Civilian</u>	<u>Total</u>
Enrolled	12	24	59	50	43	188
Graduated	1	1	1	4	0	7
Total	13	25	60	54	43	195 *

\*Does not include an additional 195 "dropouts" who withdrew from the course during the year.

1965 ENROLLMENT BY GRADE:

	<u>0-1</u>	<u>0-2</u>	<u>0-3</u>	<u>0-4</u>	<u>0-5</u>	<u>0-6</u>	<u>WO</u>	<u>NCO</u>	<u>Civilian</u>	<u>Total</u>
Enrolled	7	43	41	30	8	1	8	7	43	188
Graduated	0	1	4	1	1	0	0	0	0	7
Total	7	44	45	31	9	1	8	7	43	195*

\*Does not include an additional 195 "dropouts" who withdrew from  
the course during the year.

STAFF ASSIGNED AS OF 31 DECEMBER 1965:

<u>Name and Grade</u>	<u>Degrees</u>	<u>Position</u>
CDR Dwight G. Worden, USN	BA, MA	Chairman

APPENDIX H

THE COMMANDANT'S REPORT

1965

STRATEGIC INTELLIGENCE COURSE

DEFENSE INTELLIGENCE SCHOOL

WASHINGTON, D. C.

## STRATEGIC INTELLIGENCE COURSE

**OBJECTIVES:** The Strategic Intelligence Course is designed to provide military officers and career civilians with a working knowledge of strategic intelligence, its primary and major functions, and the application of the components of strategic intelligence to the study of major world areas.

**LENGTH OF COURSE:** 4 weeks.

**SCHEDULE:** 3 classes annually.

**QUOTAS:** A quota of 65 has been established for each Strategic Intelligence class, as follows: Army - 12; Navy - 11; Air Force - 12; DIA - 30. Other government agencies desiring spaces or quotas make request to DIA. Normally the course is oversubscribed.

**POI APPROVED:** 19 June 1964.

**CURRICULUM CONTENT:** The major subject areas in the Strategic Intelligence Course are as follows: (1) organization of the U. S. intelligence community, and development of strategic intelligence; (2) communism, insurgency and counterinsurgency; and (3) regions, areas and countries of special strategic significance.

**METHODOLOGY:** Most instruction is presented by prominent guest speakers. Students also participate in the program through programmed instruction, group discussions, seminars, and symposia. In addition, select area

films are shown depicting various components of strategic intelligence. There is no thesis requirement.

1965 ENROLLMENT BY SERVICE:

<u>Class Nr.</u>	<u>Army</u>	<u>Navy</u>	<u>USMC</u>	<u>USAF</u>	<u>Civilian</u>	<u>Total</u>
3-65	8	27	1	13	5	54
1-66	3	19	0	-	5	27
2-66	11	21	0	15	22	69
Total	22	67*	1	28	32	150

\*All participants except 6 were 2-week reservists.

1965 ENROLLMENT BY GRADE:

<u>Class Nr.</u>	<u>0-1</u>	<u>0-2</u>	<u>0-3</u>	<u>0-4</u>	<u>0-5</u>	<u>0-6</u>	<u>Civilian</u>	<u>Total</u>
3-65	-	-	25	13	10	1	5	54
1-66	-	3	11	6	1	1	5	27
2-66	2	2	12	24	7	-	22	69
Total	2	5	48	43	18	2	32	150

FACULTY ASSIGNED AS OF 31 DECEMBER 1965:\*

<u>Name and Grade</u>	<u>Degrees</u>	<u>Position</u>
Col Wily K. Jones, USA	BA	Department Director
Lt Col Augustine S. Puchrik, USAF	BA, MA	Course Chairman
Lt Col Robert L. Frazier, USA	B. A. (2)	Faculty Advisor
Maj Bryon K. Wilson, USAF	BA, MA	Faculty Advisor
LCDR William M. Clew, USN	BA	Faculty Advisor

\*This faculty is also responsible for the Advanced Intelligence Course (Appendix B) and the Defense Symposium on Strategic Intelligence (Appendix I).

APPENDIX I  
THE COMMANDANT'S REPORT

1965

DEFENSE SYMPOSIUM ON STRATEGIC INTELLIGENCE

DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, D. C.

DEFENSE SYMPOSIUM ON STRATEGIC INTELLIGENCE  
(RESERVE COMPONENTS)

**OBJECTIVES:** The Defense Symposium is designed to provide commissioned officers of the reserve components of all services with refresher training in or a working knowledge of current concepts, methods and content of the strategic intelligence process.

**LENGTH OF COURSE:** 2 weeks.

**SCHEDULE:** Once annually.

**QUOTAS:** A quota of 135 students has been assigned to this course, with 45 spaces allocated each to the Army, Navy and Air Force.

**POI APPROVED:** 29 December 1964.

**CURRICULUM CONTENT:** The Defense Symposium presents three major units of instruction, as follows: (1) organization of U.S. intelligence community, and the development of strategic intelligence; (2) communism, insurgency, and counterinsurgency; and (3) regions, areas, and countries of special strategic significance.

**METHODOLOGY:** The same educational techniques are utilized for the Defense Symposium as for the parent Strategic Intelligence Course on which it is based. Instruction is entirely by guest lecturers, supplemented by discussion and training films. Students however take no quizzes or examinations during this short course; and time does not permit

seminars or other small group activity.

1965 ENROLLMENT: The Defense Symposium on Strategic Intelligence was rescheduled to occur at the end of rather than at the beginning of the fiscal year. According, it was not offered during the 1965 calendar year, and will next be presented in June 1966.

FACULTY: The same faculty who manage the Advanced Intelligence and Strategic Intelligence Courses are also responsible for the Defense Symposium on Strategic Intelligence. (See Appendix B and H for a listing of their names.)

APPENDIX J  
THE COMMANDANT'S REPORT

1965

A SELECTED LIST OF  
PROMINENT GUEST SPEAKERS AT THE  
DEFENSE INTELLIGENCE SCHOOL  
DURING 1965

DEFENSE INTELLIGENCE SCHOOL  
WASHINGTON, D. C.

A SELECTED LIST OF  
PROMINENT GUEST SPEAKERS AT THE  
DEFENSE INTELLIGENCE SCHOOL <sup>1/</sup>

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u> <sup>2/</sup>
Hon. Dean Acheson	Former Secretary of State	Foreign Policy & Goals of the United States	AC/AIC/SIC
25X1 [Redacted]	CIA	Soviet Non-Technical Approaches	AC
Mr. Nicholas Andrews	Dept of State	Nature and Direction of U. S. Policy Towards Eastern Europe	AIC
BGen Robert L. Ashworth, USA	ACSI	U. S. Army Intelligence Structure	AIC

1/ The following list does not include the numerous speakers by DIA or the separate service intelligence organizations below the rank of brigadier general or equivalent civilian position. However, the excellent support given by these numerous unnamed individuals made possible the success of all courses.

2/ AC - Attache Course  
AIC - Advanced Intelligence Course  
CAC - Civilian Analyst Course  
DIC - Defense Intelligence Course  
SIC - Strategic Intelligence Course

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Bruno W. Augenstein	OSD	Intelligence Considerations in the Determination of U. S. Scientific Policy	AIC
25X1 [redacted]	CIA	Organization, Mission and Functions, CIA	AC/AIC/CAC/DIC/SIC
Mr. Robert Baraz	Dept of State	Strategic Appraisal, USSR	SIC
Mr. Alfred Baruth	Horace Mann School, NYC	Memory Training	AC/SIC
Mr. Fred Baumgardner	FBI	FBI and the Intelligence Community	AIC
Hon Willard L. Beaulac	Former U. S. Ambassador to Latin America	Strategic Appraisal, Latin America	AC/CAC/SIC
25X1 [redacted]	CIA	Nature and Significance of Strategic Intelligence	AC/CAC/DIC/SIC
Mr. Fred P. Berry	N. Michigan Univ.	Types of Governments and How they are Manipulated	DIC
Mr. James J. Blake	Dept of State	U. S. Policy, North Africa	AIC

	<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
25X1	[REDACTED]	CIA	Intelligence Collection from Defectors	AC/AIC/CAC
	RAdm F. J. Blouin, USN	OSD/ISA	International Security Affairs	DIC
	Mr. James C. Bostain	FSI	Understanding Foreign Peoples	AC
25X1	[REDACTED]	CIA	Office of Central References - CIA	AC/AIC/CAC/SIC
	Mr. Howard Brown	AEC	The AEC and the Intelligence Community	AIC
	Dr. Robert Brubaker	Penn State Univ	Introduction to Intelligence Analysis	CAC
	Mr. William Buffum	Deputy Assistant Secretary of State	United Nations	AC/CAC/SIC
25X1	[REDACTED]	CIA	Specialized Collection Programs	AC/CAC/DIC
	Mr. John Byrnes	USAINTS	Soviet Intelligence	CAC/SIC
	Lt Gen Joseph F. Carroll, USAF	Director, DIA	Graduation Address	AC - 1-66 SIC - 2-66

	<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
	Mr. A. T. Caswell	USAINTS	Counterintelligence Investigations	DIC
25X1	[REDACTED]	CIA	Central Intelligence Agency	AIC
	Gen Bruce C. Clarke, USA, Ret.	Consultant	Management of the Military Staff	AIC
	Dr. Jerome Clauser	HRB-Singer, Inc.	Introduction to Intelligence Analysis	CAC
25X1	[REDACTED]	CIA	(1) Communist Party Organization	AC/AIC/CAC/DIC/SIC
			(2) Communism in Emerging Nations	AC/AIC/CAC/SIC
25X1	[REDACTED]	NSA	National Security Agency	AC/CAC/SIC
	[REDACTED]	CIA	Production of National Intelligence	AC/AIC/CAC/SIC
	Dean James Cortada	FSI	Formulation of U.S. Foreign Policy	DIC
	Mr. Donald Q. Coster	USIA	Role of AID and USIA in Counterintelligence	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. J. Patrick Coyne	FIAB	Foreign Intelligence Advisory Board	AIC
25X1	[REDACTED]		CAC/DIC
Dr. Ruth M. Davis	OSD	Future ADP Applications	DIC
Mr. David Dean	Dept of State	U.S. Foreign Policy as Applied to Communist China	AIC
25X1	[REDACTED]	USIB Watch Committee	AIC/CAC/SIC
Mr. Herbert S. Dinerstein	Rand Corp.	World Objectives of the USSR	AC/CAC/SIC
25X1	[REDACTED]	Strategic Appraisal, South Asia	AC/CAC/SIC
Col Norman Dodd, UK	British Embassy	The Defense Intelligence Staff	CAC
Dr. Ivo D. Duchacek	CCNY	Strategic Appraisal, Eastern Europe	AC/CAC/SIC
Hon Allen W. Dulles	Former Director, CIA	The Importance of Intelligence	AIC

25X1

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
[Redacted]	CIA	(1) CIA Briefing [Redacted] Counterinsurgency	AC DIC
Dr. Allen Evans	Deputy Director, Bureau of I&R, Dept of State	Political Intelligence and Bureau of I&R	AC/AIC/CAC/SIC
Mr. Robert Fearey	Dept of State	U. S. Policy, Far East	AIC
Dr. Charles Fenwick	Pan American Union	The Organization of American States	AC/CAC/SIC
Lt Gen Alva R. Fitch, USA	Deputy Director, DIA	(1) Defense Attaché System (2) Welcome Address	AC AIC
Mr. Oliver Forster	British Embassy	The Commonwealth	AC/SIC
Hon. William C. Foster	ACSA	(1) Intelligence Aspects of Arms Control & Dis- armament (2) The Military Implication of Disarmament	AIC DIC
Mr. Paul M. Frantz	NIS	Role of Intelligence in Counterinsurgency	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Dr. John Furbay	TWA	Global Human Relations	AC/CAC/SIC
Mr. M. Garrett	ALA	Aerospace Industries Briefing	AC/AIC
Maj Gen S. E. Gee, USA	NATO Standing Group	NATO & JCS Relationships	AIC
25X1 [redacted]	CIA	Strategic Intelligence Process	AC/AIC
Mr. Scott George	Dept of State	Political-Military Officer, U.S. Embassies	AC
Dr. Luther Gerlach	U of Minnesota	Anthropological Factors in Insurgency	DIC
Dr. Louis L. Gerson	U of Connecticut	The American Political System	AIC
Dr. Michael Gomez	Federal Reserve System	Economic Factors of Counterinsurgency	DIC
Mr. Lindsey Grant	Dept of State	Nature and Direction of U.S. Policy Towards CHICOM	AIC
Mr. Arbor W. Gray	FBI	CI Organization & Functions	DIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Sidney Graybeal	ACDA	Intelligence Aspects of Arms Control & Disarmament	AIC / DIC
Dean Ernest S. Griffith	American University	The American Political System	SIC
25X1	CIA	Human Sources	CAC / DIC
Brig Gen L. A. Hall, USAF	J-2, EUCOM	J-2 Briefing	AC / AIC
RAdm F. J. Harlfinger, II, USN	DIA	(1) Collection Management (2) Graduation Address	AIC AC 3-65 / SIC 1-66
Hon A. W. Harriman	Ambassador - at - Large, Dept of State	U. S. Foreign Policy & Goals	AC / AIC / SIC
Mr. A. L. Harris	Consultant	Rapid Reading	CAC
Mr. Al Harrison	Dept of State	Security of a Diplomatic Mission	AC / AIC
Mr. Leroy J. Haugh	ONM	Contract Agencies and the Intelligence Community	AIC
Hon Brooks Hays	Consultant to the President	The Role of Congress in the Formulation of National Security Policy	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Dr. Robert D. Hayton	Hunter College	Current Problems in Latin America	AC/SIC
Mr. Leon M. Herman	Library of Congress	Soviet Economy and Ventures in Economic Warfare	DIC
25X1 [redacted]	CIA	The National Security Structure Organization, Mission and Functions, CIA	AC/AIC
25X1 [redacted]	CIA	Soviet Intelligence Services	DIC
Dr. Harold Hinton	George Washington U.	Strategic Appraisal, Communist China	AC/CAC/SIC
25X1 [redacted]	CIA	Scientific Intelligence	SIC
	CIA	USSR Nuclear Technology	DIC
	CIA	Source Reporting and Source Registry	CAC/DIC
Mr. Thomas B. Hughes	Director, Bureau I&R, Dept of State	Bureau of I&R	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Charles Johnson	NSC	National Security Council	CAC/SIC
RAdm Nels Johnson, USN	JCS	JCS & Joint Staff Organization	AIC
Mr. William C. Johnstone	Johns Hopkins U.	Strategic Appraisal, South Asia	AC/SIC
Mr. Herman Kahn	Hudson Institute, N. Y.	Nuclear Warfare Strategy	DIC
Mr. Tad Kallini	OSD	Elicitation Techniques	AC
Dr. Jan Karski	Georgetown U.	Communist Outlook	AC/CAC/SIC
25X1	CIA	Coordination of Intelligence Activity by DCI	AIC
	CIA	History of the Communist Movement	DIC
✓ Mr. Sherman Kent	CIA	National Board of Estimates	AIC
Mr. Kenneth Kerst	Dept of State	Causes & Direction of U.S. Policy Towards USSR	AIC
✓ Mr. Lyman Kirkpatrick	CIA	Nature & Significance of Intelligence	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Dr. William Kitner	U of Pennsylvania	U. S. Grand Strategy, Present and Future	DIC
Dr. Samuel Koslov	OSD	Intelligence Considerations in Determination of Scientific Policy	AIC
Dr. Wolfgang Kraus	George Washington U.	Ideology in the World Today	DIC
Mr. Jerome Krauss	Dept of Commerce	Merchant Marine and East-West Trade Reporting Requirements	AC
Dr. Kenneth P. Landon	Dept of State	(1) Causes of Insurgency (2) Role of the U. S. Agencies in Counterinsurgency	AC/SIC
Mr. W. E. Lang	OSD/ISA	U. S. Military & International Security Affairs	DIC
Mrs. Mary Lathram	FSI	Social Protocol	AC
Mr. David Lawrence	Editor, <u>U.S. News and World Report</u>	The American Public and National Security	AIC
Mr. James S. Lay	Exec. Sec'y, USIB	USIB and the Committee System	AIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Fred Lewis	Stanwick Corp	Intelligence Aspects of Research and Engineering	DIC
Mr. Joseph Lewis	JCS	Strategic Estimates	DIC
Mr. William H. Lewis	U. of Michigan	Strategic Appraisal, North Africa	AC/CAC/SIC
Mr. E. K. Lindley	Special Assistant to Secretary of State	Foreign Policy & Goals of U. S.	AC/CAC/SIC
Mr. Arthur Lundahl	NPIC	Photographic Intelligence	AIC/CAC/SIC
Dean W. A. Mabry	Randolph Macon College	U. S. Federal Government Organization	CAC
Maj Gen R. C. Mangrum, USMC	Director, USMC Educational Ctr	Marine Corps Amphibious Demonstration	DIC
Mr. Philip Manhard	Dept of State	U. S. Foreign Policy as Applied to the Far East and Southeast Asia	AIC
Brig Gen Herron N. Maples, USA	DIA	DIA Production Center	AIC

	<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
	Prof. Vernon McKay	John Hopkins U.	Strategic Appraisal, Africa South of the Sahara	AC/CAC/SIC
25X1	[REDACTED]	CIA	(1) Intelligence Writing (2) Content Analysis	CAC CAC
	Dr. Martin McLaughlin	Dept of State	The International Youth Movement	AC
	Dr. T. P. Melady	Consultant	Strategic Appraisal, Africa South of the Sahara	AC/SIC
25X1	[REDACTED]	CIA	Materiel Identification	AC/CAC/DIC
	Mr. Howard Meyers	Dept of State	Political-Military Officer, U. S. Embassies	AC
	Hon. E. E. Mitchell	Asst Sec'y of Defense	DOD Management Programs	AIC
	Mrs. Margaret Morris	United Planning Orgn.	Food for Friends & Family Abroad	AC
25X1	[REDACTED]	CIA	(1) Communist Doctrine (2) Communist Movement Today	AC/AIC/CAC/DIC/SIC
	Mr. William Mulvehill	Dale Carnegie Institute	Human Relations	AC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Dr. Walter F. Murphy	Princeton U.	The American Political System	AC/CAC/SIC
Mr. S. I. Nadler	NIS	Role of AID & USIA in Counterintelligence	AIC
Mr. Justin O'Donnell	NIS	Role of U.S. Agencies in Counterintelligence	AC/AIC/SIC
Mr. T. F. O'Laughlin	JCS	Special Planning	AC
Mr. Jack Orlick	US Army Engineer School	Principles of Public Speaking	DIC
Mr. J. L. O'Sullivan	Dept of State	U.S. Foreign Policy in Africa, South of the Sahara	AIC
Hon. Norman S. Paul	Asst Sec'y of Defense	The International Youth Movement	AC
Brig Gen H. W. Penny, USA	Office Sec'y of Army	Congressional Protocol	AC
Dr. Elmer E. Plischke	U. of Maryland	Development of U.S. Foreign Policy	CAC/SIC
Dr. Ralph Powell	American U.	Strategic Appraisal, Communist China	AC/SIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Harry Howe Ransom	Vanderbilt U.	Nature and Significance of Intelligence	AIC
RADM Allan Reed, USN	Chief of Staff, DIA	Graduation Address	AC - 2-65 AIC (Pilot) SIC - 3-65
Dr. C. H. Reichardt	AEC	The Atomic Energy Commission	AIC
Brig Gen Royal Reynolds, Jr. USA, Ret	MAI	MAAG's and Missions	AC
Dr. J. Richter	HRB-Singer	Scientific Intelligence	CAC
	CIA	(1) CI Functions & Organization (2) CI Intelligence Panel	DIC AIC
Maj Gen J. F. Rodenhauser, USAF	AFTAC	Air Force Plans & Operations	AIC
Brig Gen C. R. Roderick, USAF	OSD	Congressional Protocol	AC/AIC
Dr. David N. Rowe	Yale U.	Strategic Appraisal, Far East	AC/AIC/SIC
Dr. Abdul Said	American U.	(1) Strategic Appraisal, Middle East (2) The State of International Policy Today	AC/AIC/CAC/DIC/SIC

	<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
25X1	Dr. Burton Sapin	Dept of State	U. S. Foreign Policy	AIC
	Mr. Richard Sanger	FSI	Case Study in Counter-insurgency	AC/AIC/SIC
	[redacted]	CIA	Biographic Intelligence	SC/CAC/SIC
	Dr. Bernadotte E. Schmidt	U. of Chicago	The Shape & Future of History	DIC
	Prof Wilson E. Schmidt	George Washington U.	The Problems of Economic Development	DIC
	RADM Lester R. Schulz, USN	NSA	NSA a National Intelligence Asset	AIC
25X1	[redacted]	CIA	Communist Doctrine	DIC
	Brig Gen George Seignious, USA	NATO Standing Group	NATO and JCS Relations	AIC
	Dr. S. L. Sharp	American U.	Sociological Factors of USSR and Soviet Economy	AC/CAC/SIC
	Dr. Charles S. Sheldon	NASA	US-USSR Space Programs and their Strategic Implications	DIC
	Dr. Dimitri Shimkin	Harvard U.	Sociological Factors of USSR and Soviet Economy	AC/SIC

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<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Brig Gen W. K. Skaer, USAF	J-2, SOUTHCOM	USSouthCom Command Conference	AIC
Mr. Bromley K. Smith	NSC	National Security Council	AIC
Hon Peter Solbert	Deputy Assistant Sec'y of Defense	(1) U. S. Military Policy & National Security (2) Advanced Intelligence Studies	AIC DIC
Mr. Helmut Sonnenfelt	Dept of State	World Objectives of the USSR	AC/SIC
Mr. Karl L. Spannare	NSC	National Security	SIC
Mr. Jonothan Stoddart	OSD/ISA	International Security Affairs	DIC
Mr. Robert Stokes	Chief, Civilian Personnel, DIA	Graduation Address	CAC 1-66
Mr. William Sullivan	FBI	FBI	AIC
Maj Gen Robert Taylor, III, USA	DIA	Graduation Address	AIC 1-66
[Redacted]	CIA	(1) Strategic Intelligence Process (2) The Analytical Process (3) Indications Analysis	AC/CAC/SIC CAC CAC

25X1

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Maj Gen J. E. Thomas, USAF	AFNIN	(1) Intelligence in a Unified Command (2) Air Force Intelligence Functions	AC AIC
Mr. John L. Topping	Dept of State	U. S. Policy in Latin America	AIC
Dr. Frank Trager	New York U.	Strategic Appraisal, Southeast Asia	AC/CAC/SIC
Mr. Rene Trone	Dept of State	U. S. Foreign Policy as Applied to North Africa	AIC
Mr. W. C. Truehart	Dept of State	U. S. Foreign Policy as Applied to Southeast Asia	AIC
Mr. F. T. Underhill	Dept of State	US Policy, Southeast Asia	AIC
Col N. Valeriano	International Police Service Company	Military and Intelligence Aspects of Counterinsurgency	AC/SIC
Dr. Erik Valters	United Nations	United Nations	AC/SIC
Mr. Ted Van Dyk	Office of the Vice President	Strategic Appraisal, Western Europe	AC/CAC/SIC
Dean Richard Van Wagenen	American U.	Graduation Address	DIC 1-65
Hon Jack H. Vaughn	Asst. Sec'y, Dept of State	Current Problems of Latin America	AC/CAC/SIC

<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Charles Vetter	USIA	USIA Briefing, Answering the U.S. Critic Abroad	AC
Dr. Richard Walker	U. of South Carolina	Strategic Appraisal, Communist China	AC/SIC
Dr. Lisolotte Watson	JAG, USN	Attache & Diplomatic Status	AC
	CIA	National Security Structure	AC/AIC/SIC
	CIA	Soviet Scientific Endeavors	AC/CAC/SIC
Mr. Seymour Weiss	Dept of State	U. S. Foreign Policy	AIC
General Sir Michael West, UK	NATO Standing Gp	The Shape of NATO and Western Strategy Today	DIC
Dr. Allen S. Whiting	Dept of State	(1) Strategic Appraisal, Far East (2) The Chinese Challenge to the Soviet and Free World	AC/CAC/SIC DIC
Dr. Kenneth R. Whiting	Air University	Soviet Strategy for Modern Warfare	DIC
Brig Gen Richard M. Whitney, USA	DIA	(1) DIA Organization (2) Military Assistant Program	AIC

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<u>Name</u>	<u>Organization</u>	<u>Title of Speech</u>	<u>Course</u>
Mr. Lish Whitson	FBI	The Federal Bureau of Investigation	CAC/SIC
Amb. Murat W. Williams	Dept of State	Coordination of Intelligence at a Diplomatic Mission	AC
Dr. Edwin M. Wright	FSI	(1) The Moslem World (2) Religions of the World	AC/CAC/SIC
Dr. I. W. Zartman	U. of South Carolina	Strategic Appraisal, North Africa	AC/SIC

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